



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Report 2024-25



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable**

improvements to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

Review of previous year's spend and key achievements (2023-24)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact
90 minutes of PE each week led by either the class teacher or outside providers.	Teachers are more confident when teaching PE due to coaching from NFFC coaches. Children have benefitted from expert modelling of physical skills and techniques.
Knowledge and skills progression reviewed and updated for all year groups.	We have developed our curriculum to be more explicit and progressive, with skills mapped out across year groups and aligned with the sports that they are being taught through. This has ensured that children are building upon skills year after year and developing their understanding and technical ability.
Structured opportunities for promoting a range of playtime physical activities daily – planned and delivered during lunchtime break by lunchtime play supervisors.	There is an increased participation in physical activity due to the lunchtime play supervisors and the activities that they run. Children have the opportunity to experience a range of sports in competitive and non-competitive situations.
New storage unit for PE equipment	PE equipment readily available meaning that a range of sports and activities can be facilitated, giving pupils wider, more regular access to physical activity at break and lunchtimes and after school.
Tennis coaching for all year groups	Tennis coaching has been extended so every year group now participates – the taught skills are progressive and align with our progression map. Children are developing sportsmanship and technical skills. There is also an after-school club for Key Stage One
Children to participate in Interschool football through involvement with Nottingham Forest and Notts Schools FA	Children from year 4-6 are now participating in interschool football leagues arranged by Notts Primary FA. Furthermore, a small group of children have to the opportunity to compete in a football festival and St George's Park and then meet the England football team.

Total Amount Allocated for 2023-24	£18,670
Total Amount Allocated for 2024-25	£27,650

Key priorities and Planning 2024-25

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost
<p><i>Mental wellbeing and health – engage children in understanding their mental states and how they can identify what makes them strong, what their blockers are and how to overcome them or get help.</i></p> <p><i>Do this by providing additional mental, social and emotional support for pupils through an ELSA</i></p>	<p><i>Pupils who take part in ELSA sessions and, as good practice is shared, a wider range of pupils across school.</i></p> <p><i>All teaching adults in school who will benefit from additional CPD around mental wellness and the links to physical activity and confidence.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Impact 1:</i></p> <p><i>The links between mental and emotional wellbeing and physical activity are well publicized.</i></p> <p><i>Children involved, including those eligible for pupil premium, will have a greater awareness of the links between mental and physical wellness and have more. They will have an increased level of confidence and resilience to engage in more physical activity and competitive sport, understanding that this is not just fun, but a way to sustain good mental health.</i></p> <p><i>Impact 2:</i></p> <p><i>Sustained improvement in teacher confidence and knowledge of how mental wellness links to physical activity, with all adults empowered to support pupils with low self-esteem and developing social and emotional literacy to be more confident, resilient and physically active.</i></p>	<p>£16,735 towards cost of salary and CPD</p>

<p>A partnership with Nottingham Forest FC will support teachers to deliver high-quality PE lessons and provide further opportunities for both competitive sport and access to a broader range of sports</p>	<p>Class teachers who will learn from specialist teaching of physical education</p> <p>Children will benefit from: specialist external providers teaching their PE sessions, a broader range of sports through extra-curricular clubs and enrichment opportunities</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</p> <p>Children benefit from expert modelling of physical skills and techniques</p> <p>Additional extra-curricular will give pupils a wider experience of sports and activities, instilling a passion for future engagement in physical activity</p>	<p>£ 6240</p> <p>£100 for affiliation with Nottingham Schools' Football Association</p> <p>£6,340</p>
<p>Using a specialist tennis coach to deliver sessions to pupils from year 1 to year 6</p>	<p>Class teachers who will learn from specialist teaching of tennis</p> <p>Children will benefit from: specialist external providers teaching their PE sessions and extra-curricular tennis coaching in smaller groups</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</p> <p>Children benefit from expert modelling of physical skills and techniques</p> <p>Additional extra-curricular will give pupils a wider experience of sports and activities, instilling a passion for future engagement in physical activity</p>	<p>£1,980</p>

<i>A scheme of learning is purchased to support teacher's delivery of a coherent, well-sequenced PE curriculum</i>	<i>Pupils' learning in physical education is well-sequenced and coherent. They build gradually on what has been learned before so that pupils are able to know more and remember more.</i>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement</i></p>	<p><i>Teachers will have more clarity about what to teach when and how this fits in with the bigger picture of children's learning.</i></p> <p><i>Pupils can develop skills gradually, building on what they have learned in previous years and units.</i></p> <p><i>Teachers will use consistent language and techniques with the children to establish coherence across the curriculum which will support pupils' understanding.</i></p>	£695
<i>Top-up swimming sessions for UKS2 children who cannot yet meet National Curriculum requirements</i>	<i>Pupils who have not met the National Curriculum requirement for swimming in UKS2</i>	<i>Meeting National Curriculum requirements for swimming</i>	<p><i>Gives all pupils the best possible chance to meet National Curriculum requirements in swimming.</i></p> <p><i>Enables pupils to consolidate on prior learning to become more confident swimmers as they leave primary school.</i></p>	£1900
				£27,565

Evaluation of impact: 2024-5

Action	Impact Measures	Evidence
<p><i>Mental wellbeing and health – engage children in understanding their mental states and how they can identify what makes them strong, what their blockers are and how to overcome them or get help.</i></p> <p><i>Do this by providing additional mental, social and emotional support for pupils through an ELSA</i></p>	<p>Impact 1: <i>Children involved, including those eligible for pupil premium, will have a greater awareness of the links between mental and physical wellness and have more. They will have an increased level of confidence and resilience to engage in more physical activity and competitive sport, understanding that this is not just fun, but a way to sustain good mental health.</i></p> <p>Impact 2: <i>Sustained improvement in teacher confidence and knowledge of how mental wellness links to physical activity, with all adults empowered to support pupils with low self-esteem and developing social and emotional literacy to be more confident, resilient and physically active.</i></p>	<p><i>A number of children, who have attended ELSA sessions, have been observed by class teachers, teaching teams and the school sports coach as becoming more confident and resilient in PE sessions.</i></p> <p><i>ELSA has liaised effectively with class teachers so children attending ELSA sessions are worked with more closely in PE sessions. Teachers are empowered to support them with consistent language and strategies explored in ELSA sessions.</i></p>
<p><i>A partnership with Nottingham Forest FC will support teachers to deliver high-quality PE lessons and provide further opportunities for both competitive sport and access to a broader range of sports</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</i></p> <p><i>Children benefit from expert modelling of physical skills and techniques</i></p> <p><i>Additional extra-curricular will give pupils a wider experience of sports and activities, instilling a passion for future engagement in physical activity</i></p>	<p><i>“We have really enjoyed PE with Nottingham Forest. The lessons are fun, engaging and fully accessible to all members of the class making it a fantastic experience for the children.” (Year 3 teacher, ECT 1)</i></p> <p><i>“I really enjoyed gymnastics with Ben from Forest. We had a lot of fun and learnt many new techniques. This included jumping, balancing and rolling! It was really good!” (Year 5 child, following a sequence of lessons over a term)</i></p> <p><i>Children have engaged in cricket, multi-skills and football in extra curricular activities over the year.</i></p>
<p><i>Using a specialist tennis coach to deliver sessions to pupils from year 1 to year 6</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</i></p>	<p><i>“Our specialist tennis coach provides excellent coaching to the whole class and his style allows all of the children to take an active role in the lesson irrespective of their ability”. (Year 2 teacher, ECT 1)</i></p>

	<p>Children benefit from expert modelling of physical skills and techniques</p> <p>Additional extra-curricular will give pupils a wider experience of sports and activities, instilling a passion for future engagement in physical activity</p>	<p><i>" My class have loved having Nottingham Forest in over the past year. Ben is engaging and fun, but also fantastic at coaching and teaching the children new skills, as well as building on existing knowledge. It is such a positive venture for the school. "</i> (Year 5 teacher)</p> <p><i>"I love playing tennis after school. It is fun and I really like the way the rules work! "</i> (Year 4 child, following participation in tennis club after-school)</p>
A scheme of learning is purchased to support teacher's delivery of a coherent, well-sequenced PE curriculum	<p>Teachers will have more clarity about what to teach when and how this fits in with the bigger picture of children's learning</p> <p>Pupils can develop skills gradually, building on what they have learned in previous years and units.</p> <p>Teachers will use consistent language and techniques with the children to establish coherence across the curriculum which will support pupils' understanding.</p>	<p>Each unit in the scheme sets out the core knowledge and skills to be learned and shows teachers how it fits as one part of a cohesive curriculum from early years to year 6.</p> <p>Units are set out in a logical sequence so that new learning builds gradually on prior knowledge.</p> <p>Core vocabulary and modelling activities are suggested as part of the planning guidance, ensuring that teachers use a consistent framework of language and strategies.</p>
Top-up swimming sessions for UKS2 children who cannot yet meet National Curriculum requirements	<p>Gives all pupils the best possible chance to meet National Curriculum requirements in swimming.</p> <p>Enables pupils to consolidate on prior learning to become more confident swimmers as they leave primary school.</p>	<p>The number of children finishing year 6, able to swim at least 25 metres is up by 10% on the previous academic year.</p> <p>In both year 5 and year 6, a number of pupils were observed to become more confident thanks to top-up sessions. Some children in year 5 have progressed to swimming 25 metres. Others have gained great confidence from water safety content within the top-up sessions.</p>

Evaluation of Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	2023-24	2024-25	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	63%	73%	Numerous children of the group not able to swim 25 metres are in-year admissions in year 5 and 6, therefore not participating in LKS2 swimming lessons through school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	73%	See above
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87%	90%	NA
Have you used the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons?	No	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Our swimming lessons are taught by trained swimming teachers. Staff observe expert teaching and apply to smaller group teaching when required.		

Head Teacher:	Mr Jimmy Digges
Subject Leader:	Mr Gareth Thomas
Date:	1.7.25